தமிழ்நாடு அரசு

ஆறாம் வகுப்பு

மூன்றாம் பருவம்

தொகுதி - 1

தமிழ்

ENGLISH

தமிழ்நாடு அரசு விலையில்லாப் பாடநூல் வழங்கும் திட்டத்தின்கீழ் வெளியிடப்பட்டது

பள்ளிக் கல்வித்துறை

தீண்டாமை மனித நேயமற்ற செயலும் பெருங்குற்றமும் ஆகும்

தமிழ்நாடு அரசு

முதல் பதிப்பு - *2018*

திருத்திய பதிப்பு - *2019, 2020*

(புதிய பாடத்திட்டத்தின் கீழ்
வெளியிடப்பட்ட முப்பருவ நூல்)

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ENGLISH 6

Term -III



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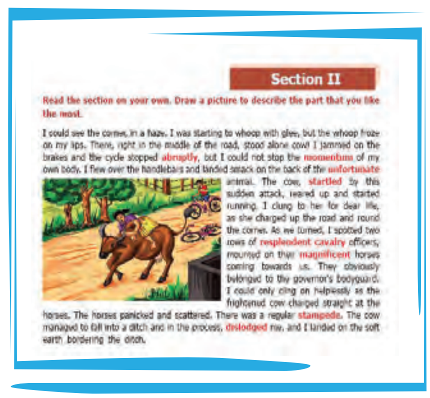
PREFACE

The English textbook for standard VI has been prepared following the guidelines given in the National Curriculum Framework, 2005. It has been created to make English language learning both effective and enjoyable. The aim has been to balance learning the structures and vocabulary of the language with learning their use in everyday life.

The activities have been carefully graded to allow a gradual building of language proficiency. The lessons provide effective individual and collaborative learning in pairs and groups and enable differentiation in multilevel classrooms. Each unit focuses on the themes of natural and social world to stimulate curiosity and imagination, engaging both heart and mind. An ICT Corner has been introduced in each unit for the first time in a State Board Text Book to develop current digital literacy skills .

How to use the book

- The Third Term English Book for Standard VI has two units and a play.
- Each unit is planned for a month.
- Each unit is divided into **sections** and each section is designed to initiate and sustain the **Active Learning** process.



Section II

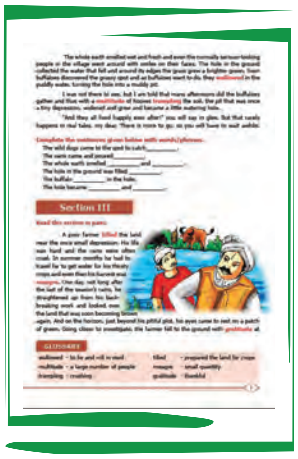
Read the section on your own. Draw a picture to describe the part that you like the most.

I could see the corner, in a haze. I was starting to whoop with glee, but the whoop froze on my lips. There, right in the middle of the road, stood alone cow! I jammed on the brakes and the cycle stopped abruptly, but I could not stop the momentum of my own body. I flew over the handlebars and landed smack on the back of the unfortunate animal. The cow, startled by this sudden attack, reared up and started running. I clung to her for dear life, as she charged up the road and round the corner. As we turned, I spotted two rows of resplendent cavalry officers, mounted on their magnificent horses coming towards us. They obviously belonged to the governor's bodyguard. I could only cling on helplessly as the frightened cow charged straight at the horses. The horses panicked and scattered. There was a regular stampede. The cow managed to fall into a ditch and in the process, dislodged me, and I landed on the soft earth bordering the ditch.



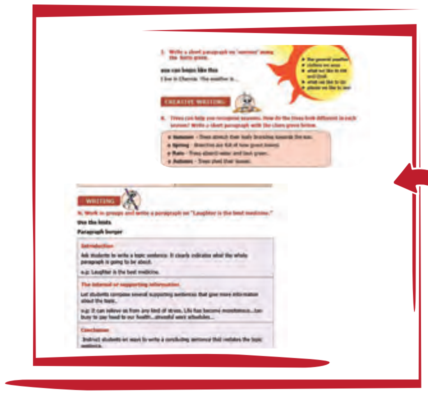
- Each unit starts with an **introduction of the theme** anchored by two girls **Ayesha** and **Madhi**.
- The **pictorial warm up page will help activate students own knowledge and ideas of the** topic.
- **The digital warm up** can be used for visualizing the theme to motivate and interest learners.

- **In-Text questions** in each section can be used for discussion and to check and develop comprehension skills.
- **Digital glossary** can be used for hearing correct pronunciation and visualizing words.
- The **'Do You Know?'** box can be used to enhance general knowledge while initiating spoken language.



- The illustrations in Picto Grammar will enable understanding of grammar terms in a fun and easy way.
- Digital Grammar Games can be used to reinforce learning to encourage students to learn by doing..
- Language Check Point can highlight points of usage to avoid the common mistakes.





- Students can be taken through all the steps of writing with the help of pictures and prompts.
- Creative writing can be used to bring out their writing skill.
- Students can be encouraged to present or display their writings in the class .

- The warm up picture at the head of the section can be used to discuss the theme of the poem.
- The focus should be on the enjoyment of the poem through exploring imagery and rhythm.
- The supplementary section encourages extensive reading and appreciation of literature.





- Connecting to Self is based on the values of each lesson.
- Project is meant for working in groups and to develop collaborative learning.
- The development of higher order thinking skills is facilitated by the Steps to Success and Think and Answer sections.

- Students can be encouraged to extend their reading activity through e-links and Reference Books.
- Students can be helped to download the games and install them.
- The activities in ICT Corner will ensure learning language skills through doing.

QR GUIDE

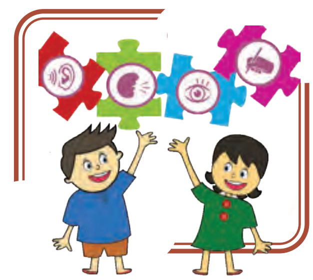
English

Key Features

Language Skills



- Listening
- Speaking
- Reading
- Writing



Salient Features

- Connecting to self
- Think and do
- Steps to success
- Language Checkpoint
- Picto grammar



Language Enrichment

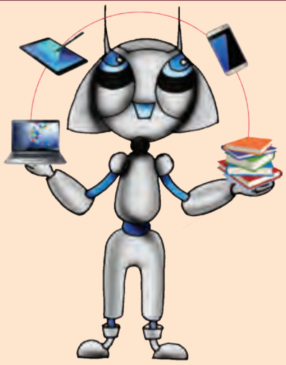


- Literary Appreciation
- Script writing
- Creative Writing
- Project Work
- Learning Links



Digital Features





- Digi Warm up
- e-Glossary
- Grammar Games
- ICT Corner
- Infographics

CONTENTS

*Memory Poem

D1TU1S
E-book

D1XGPP
Assessment

B538_6_ENG_T3
Digi Links

Unit - 1

Learning Objectives

This unit enables the students to:

- identify and recognise the nature of different seasons
- highlight the importance of water for survival of any living organisms
- understand the change of seasons at regular intervals in India
- realise the effect of natural calamities like storm and also get the awareness to overcome it
- understand the purpose of conjunctions and the usage of it
- read the text with correct stress and intonation and also learn the meaning of the unknown words by using dictionary
- enjoy reciting the poem rhythmically
- write a short paragraph on seasons using cohesive devices

Learning Outcomes

After learning this unit, the students will be able to:

- identify the different seasons
- compare the nature of different seasons
- value the importance of water for the survival of living organisms
- understand the different seasons occurring in India.
- become aware of the effect of natural calamities and act accordingly
- use the conjunctions appropriately between the sentences
- read the text with correct pronunciation, stress and intonation
- recollect the meaning of unknown words and use them accordingly
- recite the poem correctly with proper stress and intonation
- write small sentences cohesively to form a paragraph

Unit - 2

Learning Objectives

This unit enables the students to:

- learn new words and use the same in new context
- gain an understanding of the story and create their own humorous stories
- gain an understanding of adverbs
- develop poem appreciation skill
- develop the skill of making ethical choices in life

Learning Outcomes

After learning this unit, the students will be able to:

- identify the new words and understand their contextual meaning
- illustrate and summarize the story
- create their own hilarious stories based on the pictures given
- define what is an adverb and distinguish between an adverb and an adjective
- identify the poetic devices used in the poem
- debate and discuss on what is morally acceptable and what is not

Unit - 3

Learning Objectives

This unit enables the students to :

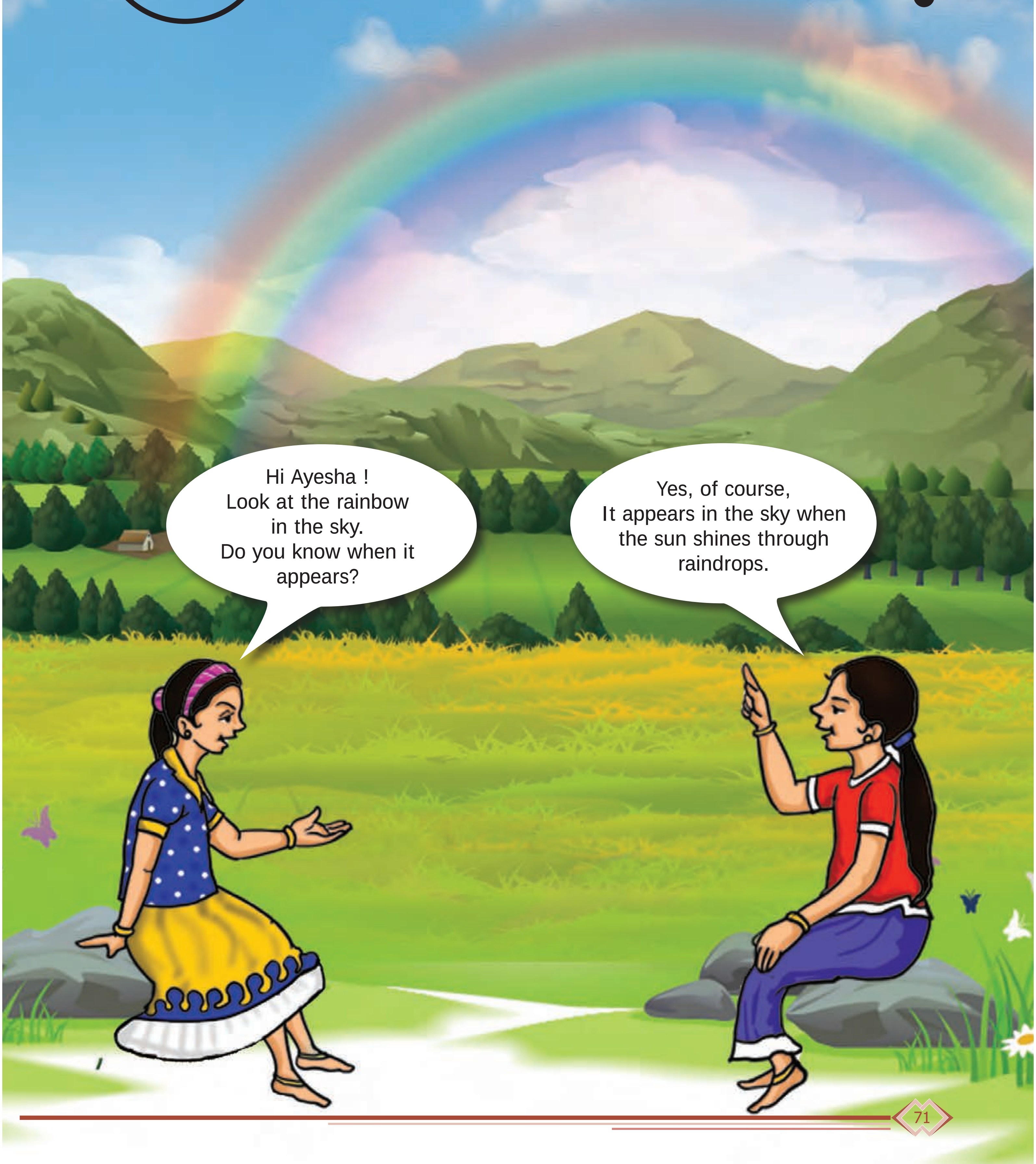
- recognise the different characters occurring in the play
- identify the setting of the play
- analyse the relationship between the characters in the play
- compare and contrast the behaviours of the characters
- read the play with proper voice modulation relevant to the characters
- imagine themselves as Mowgli and express their thoughts accordingly
- stage a play with proper setting and co-operation within the peers
- revise the grammar topics learnt previously

Learning Outcomes

After learning this unit, the students will be able to :

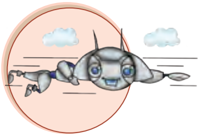
- ▸ recall the characters and their role in the play
- ▸ describe the setting of the play
- ▸ bring out the differences among the characters
- ▸ read the play by forming groups with correct voice modulation
- ▸ express the behaviour of Mowgli based on their own thoughts
- ▸ organise a play with proper planning and peer group co-ordination
- ▸ work out the grammar exercises based on their previous learning
- ▸ write their own sentences according to the situations given

Prose 1 Who Owns the Water?



Prose 1 Who Owns the Water?

WARM UP





Look at the pictures, discuss in pairs, share your answers with the class.



During which season do you see a peacock dance?



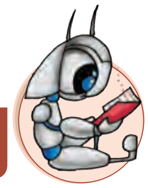
In which season can you see trees without leaves? Name the country where your can find this season.



Which season is shown in this picture? What are the people doing?



Which season is shown in this picture? How do you know?



READING

Section I

Listen to the teacher read this section.

Once upon a time, on the **outskirts** of a dusty little village, a tiny bird searched for a place to lay her eggs. The land was **parched** and dry and there wasn't a bush or tree in sight. Finally in **desperation**, the little bird discovered a shallow depression in the ground. Using her claws to remove the stones and loosen up the packed earth, she broadened the hole and there, underneath the hot sun, she laid her eggs. The eggs hatched and the good mother protected and fed her babies until they were big enough to fly away... And here our story would have ended, except, this isn't a tale of the little bird but a much more interesting one of the hole she used as a temporary nest.



"A hole?" you may ask. "What could be interesting about a hole in the ground?" Well, this hole grew to be quite important, as you will discover.

For some time the hole remained dusty and **untenanted**, until one day a passing wild boar settled his **rump** into the depression. The pit was not comfortable enough and getting up, he scraped and dug, carving a pit of more hospitable proportions. Backing into this hollow, he turned around a few times and with a satisfied grunt settled down to a long snooze. A very long snooze it was too. The boar turned and **scrabbled** in his sleep, loosening the earth around his **cosy** dugout until the fading sun and the **rumble** in his stomach told him it was time to get up. With a mighty stretch and a final kick, the hungry boar departed his daybed without a backward glance.



"And is that it?" you will enquire. To which I will reply, "No it isn't, dear one. Not by a long shot. Our story has just begun."

GLOSSARY

outskirts	- the outer areas of a city or a town	scrabbled	- moved hands and feet around
parched	- very dry	cosy	- comfortable
desperation	- losing hope	rumble	- a low sound like thunder
untenanted	- not occupied		
rump	- back part of a mammal's body or the part of the body you use to sit		

Put a (√) for the correct and (x) for the incorrect statements.

1. A tiny bird looked for a place to lay her eggs.
2. The land was wet and green.
3. The little bird found a shallow hollow in the ground.
4. The eggs hatched and the babies flew away.
5. The pit was comfortable for the wild boar to sleep in.
6. The wild boar got up from its daybed because it was disturbed by another boar.

Do you know



WEATHER: The conditions in the atmosphere like rain, wind or temperature at any time

CLIMATE: The general weather conditions of a place. (e.g.) a wam climate, cold climate

SEASONS: One of the four periods of the year which has its own typical weather conditions resulting from the earth's changing positions in its orbit around the sun

Section II

Read this section in pairs.

A pack of wild dogs catching the scent of boar in the wind came to the spot where he had lain. They **sniffed** the circle that was rich with the smell of the animal. They **whined** and **snarled** and dug at the smell as if digging the elusive boar himself out of the ground. Finally, realising that there was no dinner to be found there, they departed, their noses and tails high in the air. And in doing so, they left the hole a little bigger and wider than they had found it.



"And then what happened?" you will ask. "Do other animals come along too?" They do indeed, my child. I told you the hole had a story to tell!

Not long after, the rains came. It poured and poured and only those of us who have seen the monsoons will know what that means. It rained without stopping for three days and three nights and the dry earth **soaked** up the moisture, as a hungry puppy laps up milk.

GLOSSARY

sniffed - to breathe in air in a noisy way	snarled - made a deep angry noise
whined - made a high pitched cry	soaked - completely wet

The whole earth smelled wet and fresh and even the normally serious–looking people in the village went around with smiles on their faces. The hole in the ground collected the water that fell and around its edges the grass grew a brighter green. Soon buffaloes discovered the grassy spot and as buffaloes want to do, they **wallowed** in the puddly water, turning the hole into a muddy pit.

I was not there to see, but I am told that many afternoons did the buffaloes gather and thus with a **multitude** of hooves **trampling** the soil, the pit that was once a tiny depression, widened and grew and became a little watering hole.

"And they all lived happily ever after!" you will say in glee. But that rarely happens in real tales, my dear. There is more to go, so you will have to wait awhile.

Complete the sentences given below with words/phrases.

The wild dogs came to the spot to catch__________.
The rains came and poured__________.
The whole earth smelled __________ and __________.
The hole in the ground was filled __________.
The buffalo __________ in the hole.
The hole became __________ and __________.

Section III

Read this section in pairs.



A poor farmer **tilled** the land near the once small depression. His life was hard and the rains were often cruel. In summer months he had to travel far to get water for his thirsty crops and even then his harvest was **meagre**. One day, not long after the last of the season's rains, he straightened up from his back-breaking work and looked over the land that was soon becoming brown again. And on the horizon, just beyond his pitiful plot, his eyes came to rest on a patch of green. Going closer to investigate, the farmer fell to the ground with **gratitude** at

GLOSSARY

wallowed	- to lie and roll in mud	tilled	- prepared the land for crops
multitude	- a large number of people	meagre	- small quantity
trampling	- crushing	gratitude	- thankful

the sight of the **verdant** bowl. Here was water to be had, and so close to his holding! Forgetting all tiredness, he raced home and brought out his pickaxe and spade and soon the buffaloes' picnic spot was a perfectly decent little pond.

"Is this story going to end with a moral?" you ask me **suspiciously**. No, little one, but there is something to learn from everything we see and hear; so hush, while I come to end of the tale.

So happy was the farmer that he told his wife who **summoned** the village priest to bless their **fortune**. I do not need to tell you how soon news travels in a little village and so it was quite a crowd that gathered by the side of the pond to see the priest furrow his brow and chant serious something that nobody ever understands.

Just then, the richest farmer in the village pushed his way to the front of the group. He was always upset when things took place that he was not invited to. Looking at the farmer and the placid pond, a slow smile of **contentment** creased his face. "I see you have come to bless my pond," he said to the priest. "Your pond?" **stuttered** the poor farmer. "Why yes," smoothly oiled the rich one. "Your patch, surely, ends just there. This land is all mine." And saying this he crossed his arms and planted his feet **four-square** on the ground. As the rich farmer and the poor one looked at each other, the buffaloes, the dogs, the boar and yes, even the little bird stopped by to see. They all stood around the little jewel of blue and in every mind, small and big, came a similar thought: "Surely, I had something to do with this!"

And so I end with a question to you, my beloved friend.

"Who owns the water?" Not a moral, just a thought – a germ of an idea to dig and make bigger.

Answer the following questions in one or two sentences.

1. Why did the farmer have to travel far?
2. What sight made the farmer thankful?
3. Name the tools the farmer brought out. What did he do with them?
4. Why did the crowd gather by the side of the pond?
5. When did the richest farmer get upset? Why?

D27CRC

GLOSSARY

verdant	- green with grass	contentment	- satisfaction
suspiciously	- doubtfully	stuttered	- spoke with difficulty
summoned	- called	four-square	- solidly
fortune	- luck		

READ AND UNDERSTAND

A. Choose the correct answer and write it in the blank.

1. The little bird broadened the hole with her ___________

   a. beak   b. claws

2. The wild boar settled down scraping the hole into a ________ to have a good sleep.

   a. pit   b. hollow

3. The poor farmer's crop was _________

   a. meagre   b. surplus

D2CL53

B. Tick the correct answer.

1. The boar slept **until the fading sun** told him it was time to get up. What does the phrase until the fading sun mean?

   a. until evening ☐   b. until sun fades in colour ☐

2. The farmer was thankful at the sight of the verdant bowl because ___________

   a. it was a pond of water ☐   b. he wanted green grass ☐

3. They all stood around **the little jewel of blue** means ___________

   a. They stood around the pond. ☐

   b. They stood around the jewel which was blue. ☐

4. The dry earth soaked up the moisture **as a hungry puppy laps up milk**. It means ____

   a. The puppy was very hungry. ☐

   b. The dry earth absorbed the water very quickly. ☐

C. Answer the following questions.

1. Pick out the line which tells you about seasons (in Sec II). Which seasons are mentioned?

   ____

2. What happened to the hole in the ground after the rain?

   ____

3. Identify a sentence and a phrase which tells us that the story took place in summer.

   ____

VOCABULARY

D. Fill in the blanks with words given in the box to make compound words.

rain	coconut	coat	sail	fire

1. We use a rain________ on a rainy day.
2. The toy ________boat danced on the pond.
3. We must drink tender________ water in summer.
4. We can see a ________bow after summer showers.
5. Clean the ashes out of the ________place.

E. Complete the following using their group names.

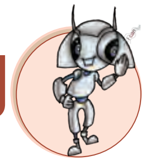
1. A ________ of wolves went hunting in the forest.
2. She bought a new ________ of shoes for her birthday.
3. A ________ of fish swam past our boat.
4. A ________ of bees had settled on a mango tree.
5. I ate a ________ of grapes.

LANGUAGE CHECK POINT



Incorrect	Correct	Note
There is a table besides the bed.	There is a table beside the bed.	**beside** means next to/at the side of **besides** means in addition to
Everyone played games accept Kathir.	Everyone played games except Kathir.	**accept** means to receive **except** means to leave out
I see T.V news regularly.	I watch T.V. news regularly.	**watch** is to look at something carefully, usually at something which is moving **see** is to just look at something in front of us

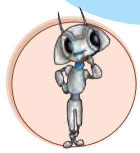
*LISTENING



F. Listen to the weather report. Read the questions given below, then listen to the weather report again and fill in the blanks.

1. Which season does the weather report show? ______________
2. What kind of a day is it? ______________
3. What is the temperature stated in the report? ______________
4. Tomorrow it may probably ______________
5. The weather report suggests to use ______________

SPEAKING

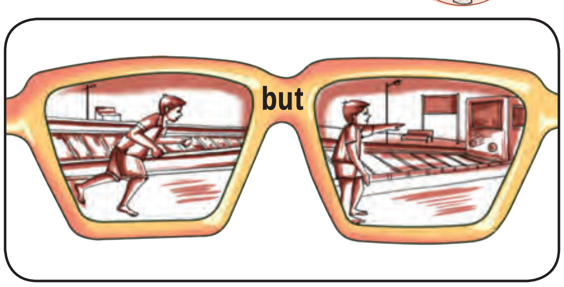


G. Imagine that you and your friend have decided to spend a day together in your house. You have planned your schedule from morning till night. Discuss in pairs and speak about it in the class. You can start like this:

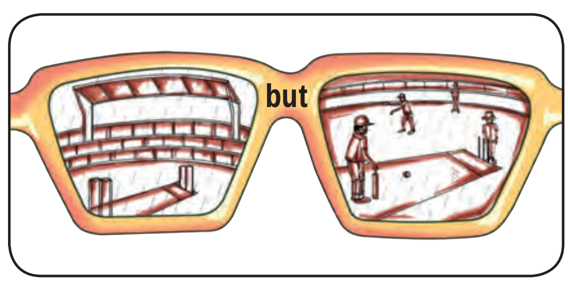
I like to go for a walk but my friend wants to work out in the gym.

PICTO GRAMMAR

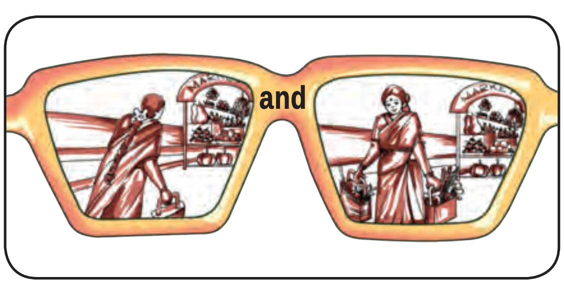




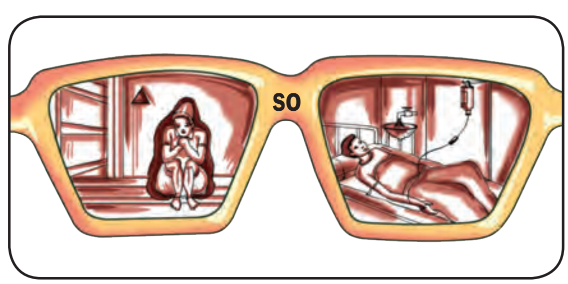
Galen ran fast **but** he missed the train.



It rained heavily **but** the match continued.



Darthy went to the market **and** bought vegetables.



He is sick **so** he is in hospital.

A **conjunction** is a word that joins two words or sentences.

*Listening text is on page - 130

USE GRAMMAR



H. Fill in the blanks with suitable linking words or conjunctions.

D2LH6Q

1. Our team played well _______ won the game. (but, because, and)
2. She slipped badly _______ she did not hurt herself. (but, and, or)
3. The box was heavy _______ he could not lift it. (so, because, and)
4. Rani was late to school _______ she missed the bus. (because, so, and)
5. You can use a pen _______ a pencil for writing. (but, and, or)

I. Join the sentence of Column A with B using the words given in the box.

A	B
The clouds moved away	he helped Velu in time.
Velu thanked his friend	the sun came out.
It rained heavily	you will get choked.
Eat slowly	the match continued.

and
but
or
because

WRITING



J. Write a short paragraph on 'summer' using the hints given.



you can begin like this

I live in Chennai. The weather is...

CREATIVE WRITING



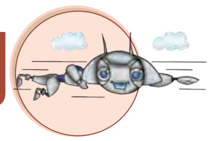
K. Trees can help you recognise seasons. How do the trees look different in each season? Write a short paragraph with the clues given below.

- **Summer** - Trees stretch their leafy branches towards the sun.
- **Spring** - Branches are full of new green leaves.
- **Rain** - Trees absorb water and look green.
- **Autumn** - Trees shed their leaves.

Poem

Indian Seasons

WARM UP



Discuss in pairs, pick out the words related to seasons from the grid and write them in the blanks.

C	K	S	N	O	W	S	K	Y
L	M	U	Y	K	E	M	H	L
O	S	N	S	O	T	Q	O	K
U	P	N	D	S	I	R	T	I
D	R	Y	L	E	A	V	E	S
R	A	I	N	W	I	N	D	M
S	O	T	H	U	N	D	E	R

______________ ______________

______________ ______________

______________ ______________

______________ ______________

______________ ______________





D2VD8D

What day is it?

1. We feel thirsty on a __________.
2. We use an umbrella on a __________.
3. We sail paper boats on a __________.
4. We fly kites on a __________.



Indian Seasons

Summer comes
in a blaze of heat
with sunny smiles
and dusty feet

Then seasons change
to muddy roads
monsoons and mangoes
leapfrogs and toads

Spring is pretty
but short and sweet
when you can smell the grass
from your garden seat

Autumn is English
in red, yellow and brown
Autumn is Indian
whenever leaves fall down

Nisha Dyrene

A. Read the poem aloud in pairs.

B. Which season am I? Read the poem, understand and solve the riddle.

1. I make the feet dusty. ____________
2. Frogs and toads will visit when I am there. ____________
3. I am pretty short and sweet. ____________
4. I make your garden smell sweet. ____________
5. Leaves will wither because of me. ____________

GLOSSARY

blaze - bright flame or fire	dusty - covered with tiny bits of sand
leap - to jump high	toad - a small brown animal similar to a frog

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READ AND UNDERSTAND

C. Read the lines and answer the questions given below.

1. *Summer comes*
   in a blaze of heat with
   sunny smiles
   and dusty feet
   a. Does the poet welcome the summer? How do you know?
   b. Which line tells you that there is no rain in summer?

2. *Spring is pretty*
   but short and sweet
   when you can smell the grass
   from your garden seat
   a. How does the poet describe the spring season?
   b. Which line tells you that the garden is fresh?
   c. Who does 'you' refer to?

3. *Autumn is English*
   in red, yellow and brown
   Autumn is Indian
   Whenever leaves fell down
   a. How is autumn in India?
   b. Compare the English autumn with the Indian autumn.

D. Pick out the rhyming words from the poem and write them in the table.

Stanza -1	*Stanza -2*	*Stanza -3*

E. Find examples of alliteration and write them in the blanks.

1. in a blaze of heat
   with sunny smiles
   ____

2. to muddy roads
   monsoons and mangoes
   ____

3. Spring is pretty
   but short and sweet
   ____

F. Work in pairs, find answers for the questions and share in the class.

1. Name the seasons mentioned in the poem?
2. What does the summer bring?
3. Which word refers to 'rain'?.
4. Why does the poet say the ' Spring is pretty'?
5. When is it autumn in India? Why does the poet say this? Is there an autumn season in India?

G. How does the poet describe the Indian seasons? Write in your own words in about 50 words.

Supplementary

A Childhood in Malabar: A Memoir



It was someone's birthday at Ambazhathel – I'm not sure whose – the day there was a cyclone. **Ettan**, my elder brother, and I were invited to the feast there that day. Malathikutty took us to the serpent shrine before lunch. We watched Meenakshi **Edathi** setting out turmeric, milk and bananas for the snakes.

Meenakshi Edathi was a distant relative of the Ambazhathel family. Being poor, she was dependent on their generosity. She was dark-skinned and middle-aged. She spent her time rushing around the house and compound, never stopping to rest, her face perpetually wearing an expression that asked for forgiveness. She had only certain trivial duties to perform, like welcoming the oracle with an offering of paddy when he came in a procession, lighting all the lamps at dusk, churning the curd and taking out the butter for the children, and drawing designs with rice batter on the door on the day of the Nira festival. There were innumerable servants to carry out all other tasks. However, the family could not have existed happily for a single day without Meenakshi Edathi. She was the only one who knew how much paddy should be boiled each time to make enough rice for the household or how many mundus had been given to the washerman or when to give the children a purgative.



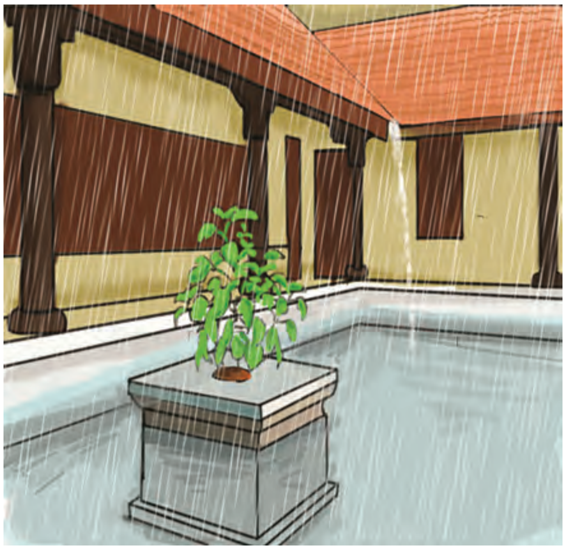
'Why isn't the snake coming?' I asked. 'Snakes never come out when human beings are watching, child. The black Krishnasarpam will glide out as soon as we go away,' said Meenakshi Edathi.

I began to feel sleepy after lunch. Malathikutty came back with us to Nalapat. Barely an hour after we got home, we heard the sound of the gale. The wind tore through the coconut palms in the southern compound with a frightening roar. The dry leaves that had collected around the pond swirled upwards belligerently. Branches shook. The seat of the swing that hung from the ilanji tree fell down.

'I wonder whether it's a cyclone . . . The sound of it scares me,' said **Ammamma**. She asked all of us to sit down in the middle room upstairs and gave us metal dice to play with. Since the light had grown dim, she lit a brass lamp as well. **Muthassi** called out from the **thekkini**, the southern room, downstairs, 'Have you closed all the small windows, Kochu?' 'I' ll close them, Amme; I'll close all of them,' answered Ammamma. We suddenly heard the sound of the rain from the south-west, like the roar of a vast crowd of people. Using all her force, Ammamma slammed the windows shut. Raindrops glimmered on her face.

'It's not even four, but it's pitch dark outside,' said Ammamma.'I want to see Kutti Oppu,' said Malathikutty. 'She'll come by dusk,' said Ammamma.'I want to go to Ambazhathel now, this minute,' said Malathikutty. 'I'll send you to Ambazhathel as soon as the storm stops.' Ammamma tried to comfort her, but Malathikutty began to sob loudly. That was when we heard a coconut palm crashing down. 'Kochu, what was that? Will the house collapse?' That was Muthassi.

'Don't worry. It was a coconut palm falling. We'll go and have a look at it once the rain stops. Let's say our prayers and sit here quietly', said Ammamma. All of us took shelter in the southern room downstairs as Ammaman's mother instructed us to do.



She said this room had the strongest ceiling. The thekkini was flooded and the water that had collected in the sunken courtyard of the nalukettu, the central hall with four wooden pillars, began to overflow. **Ammaman** and all of us sat on the bed. Ammamma and the grandmothers sat on the rolled-up mattresses stacked on the floor. And the servant woman took refuge in the makeshift toilet adjacent to the room.

Ammayi arrived, drenched to the skin, unmindful of the thunder and lightning and driving rain. 'How can you be so foolish, Bala? What if you fall ill of a fever?' asked Ammaman. **Ammayi** laughed. 'Here's Kutti Oppu,' exclaimed Malathikutty joyfully. Ammayi hugged her.

Cheriamma suggested that we chant aksharaslokams to forget our fear: each one of us would have to recite a verse and the next person would follow with a verse that began with the first letter of the third line of the quatrain that had just been chanted. No one volunteered, though. So Cheriamma recited from Vallathol's Imprisoned Aniruddhan. Ammamma said, 'I can't remember a single couplet.' 'I hope the house doesn't collapse,' murmured Muthassi.

As soon as Ammaman and Ammayi went upstairs, the servant woman started to wail loudly. She kept hitting her head with her hands while she wailed. 'What madness is this?

Do you want to break open your head?' asked Ammamma. 'What if I never see my folks again. . . My Guruvayoorappa! I'll never see them again!' 'You can go home tomorrow morning, as soon as the rain stops. All right?' said Muthassi. 'This rain will never stop. It's a whirlwind, isn't it? We'll all die,' sobbed the woman.

'Is she crazy?' asked Muthassi. We heard trees crashing to the ground. And a dog whining in the western yard. 'Aiyo, Sankara! What if the cowshed crumbles? Bring the cows in and tie them up in the washing area outside the kitchen,' said Ammamma. 'The cowshed won't fall down, Valiamma. Its beams are quite strong,' said Sankaran Nair, who had gone to check things out. 'Then let the cows stay there.'

'There's knee-deep water in the yard now,' said Sankaran. 'We want to swim,' I cried. 'You can swim in the courtyard of the nalukettu,' said Ettan. I put my hand into the water in the courtyard. 'It's ice-cold.' I grumbled. 'Don't play in the water, children,' Ammamma called out loudly. We climbed back on the bed. Someone seemed to be knocking on the door on the southern side. Sanakaran opened it. A dog stood on the verandah, dripping wet-Thumbi, the black-and-white pet dog from Ambazhathel.

'Look, here's Thumbi. 'He's drenched. Poor thing, he must have come out with Balamani Amma', said Sankaran. We looked at Thumbi and he looked at us. He was shivering in the cold. Sankaran spread a gunny bag on the verandah. 'Lie down on this. In a storm like this, how can we make a difference between a man and a dog? Go to sleep, Thumbi.' Thumbi lay down on the gunny bags and looked contentedly at me and my brother. We spent the whole night in the southern room. By the time we woke up, the rain had stopped.

It was the sound of a pleading voice saying 'Please open the gate' that actually woke me. A young man stood smiling in the waist-high water at the gate. 'I'm from Vadekkara. Is everyone here all right?' 'Yes,' said Ammamma. 'We've had no casualties. How did you come, Balan?' 'I started out at daybreak and waded through the water.' 'That's really smart!' 'The number of huts and trees that have collapsed! Fowls lying dead everywhere, dead goats floating in the water -- what a sight!' 'Come in, Balan, and change your mundu.'

'Have they sent us anything from Vadekkara? Murukkus or dates?' I asked. 'No, child. I've come empty-handed,' said Balan, displaying his buck teeth. 'What a time to ask for murukkus and dates!' muttered Ammaman's mother. I hung my head, ashamed.

Kamala Das

GLOSSARY

In Malayalam		In English	In Malayalam		In English
Edathi	-	brother's wife	thekkini	-	backyard
Ettan	-	elder brother	Ammayi	-	mother-in-law
Ammamma	-	mother's mother	Cheriamma	-	chitti (in Tamil)
Muthassi	-	father's mother	Ammaman	-	maternal uncle

A. Identify the character/speaker.

1. "Why isn't the snake coming?".
2. "I wonder whether it's a cyclone."
3. "I want to see kutti oppu."
4. "Will the house collapse?"
5. "Is she crazy?"

D3N1DB

B. Write True or False.

1. Droplets of rain glimmered on Ammamma's face. ________
2. Malathi kutty wanted to see kutti oppu. ________
3. Ammayi comforted Malathi kutty when she sobbed. ________
4. The coconut palm crashed down due to heavy rain. ________

C. Choose the correct answer and write it in the blank.

1. Meenakshi Edathi was a ________ relative of the Ambazhathel family.
   a. close b. distant c. real

2. We suddenly heard the sound of the rain from the ___________ like a roar.
   a. southeast b. southwest c. northeast

3. The _________ with four pillars began to overflow.
   a. central hall b. southern room c. courtyard

4. ___________ arrived drenched to the skin.
   a. Ammaman b. Cheriamma c. Ammayi

5. There was knee-deep water in the _________
   a. courtyard b. cowshed c. kitchen

D. Rearrange the following jumbled sentences in the correct order.

- The dry leaves that had collected around the pond swirled upwards.
- Branches shook and the seat of the swing fell down from the ilanji tree.
- The wind tore through the coconut palms in the southern compound.
- Meenakshi Edathi was a dark-skinned and middle aged woman.
- Without Meenakshi Edathi Ambazhathel family could not have existed happily for a single day.

E. Find answers for the questions given below, identify the person and write a character sketch about her.

1. Who was the important person in the Ambazhathel family?
2. Why was she considered an important person?
3. How did she spend her time?
4. Describe her appearance and qualities.
5. How would the days be without her?

F. Think and answer.

1. Imagine that you are caught on a stormy day. How will you manage the situation?

PROJECT



G. Make a fact file on how do we use these resources in our day-to-day life.

- Solar energy
- Wind energy
- Hydro energy

CONNECTING TO SELF



H. Fill in the table given below.

Seasons	Months	Clothes I wear	Food I eat/drink	Activities I do	Festivals I celebrate
Summer					
Monsoon					
Winter					
Autumn					

I. During winter season many of us fall sick and suffer from cold, cough and fever. Put a (√) for the things you will do to keep fit.

1. Drink cold water. [ ]
2. Eat home-cooked food. [ ]
3. I will visit the doctor. [ ]
4. Never wash my hands. [ ]
5. I will take medicine and rest. [ ]

J. Tick the correct word for the given icon.



rainy	[ ]	cloudy	[ ]
windy	[ ]	sunny	[ ]
windy	[ ]	rainy	[ ]
thunder	[ ]	lightning	[ ]
rainbow	[ ]	downpour	[ ]

STEPS TO SUCCESS

K. Relate the sentences with weather/climate/season and write the suitable word in the blanks.

1. __________ forecast is useful for farmers, fishermen, and navigators.
2. The __________ of a place is permanent in nature.
3. India has a tropical monsoon __________.
4. Spring, Summer, autumn and winter are the four __________.
5. Global warming is a change in the world's __________.
6. Satellite photographs help us predict tomorrow's __________.
7. Spring is my favourite __________.

LEARNING LINKS AND REFERENCES

e-links	https://en.m.wikipedia.org>wiki>season.
	https://simple.m.wikipedia.org>wiki>S...
	https://www.livescience.com>25202-Sea...
books	Different Seasons - Stephen King
	A Book of Seasons - Alice Proven

ICT Corner

Conjunction Eater

- To learn the usage of conjunctions through Conjunction Eater Game



Steps to Play the Game

1. Scan the QR or click the URL and open the game in the browser.
2. Click ‘Play’ to start the game.
3. Read the instructions given in ‘How to Play’.
4. You have to compete with the computer frog and gobble all the answers you can by identifying the correct conjunction which are written near the insects.







Language Activity

- Read a piece of article or the prose piece and pick out the conjunctions.
- Write your own sentences using the conjunctions.

Learning Outcome

- To know the types of conjunctions.
- To use the conjunctions in sentences

URL :

https://www.turtlediary.com/game/identify-the-conjunction.html

B538_6_ENG_T3

*Pictures are indicative only

Prose 2 That Sunday Morning

They are trying a tongue twister just for a laugh. Would you like to join them?



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Prose 2 That Sunday Morning



SPIN A YARN

The starting of a story is given. Develop it into a humorous story.

Once there lived a boy who bragged endlessly about himself ___________________________

____

____

____

____

____

Section I

Listen to your teacher read a part of the story. Go through the questions given below in section I. Answer them in one or two sentences.

My father was posted in Patna. On the first Sunday there, my brother and I decided to do a little **exploring** on our bikes. It was still very early in the morning, and only a few people were about. The roads were good and the trees lining them were shady. There were no **imposing** buildings or monuments as there are in Delhi, from where we had just come.



After cycling for about half-an-hour, my brother got bored and said, "Come on, I'll race you to that corner. The loser treats the other to a chocolate, okay?"

"Okay, one, two, three!" I said, and then we were off.

This was not the first time we had raced. Only my brother had **invariably** beaten me and then **crowed** about it for days. I was determined to win this time. I pedalled as fast as I could. My legs ached and my skirt **billowed out, threatening** to hit my face. The trees on either side of the road had become one green **blur**. My hair blew behind me and my lungs were bursting for air. Soon I drew level with my brother and then gradually I moved ahead.

Answer in one or two sentences.

1. Why did the family move to Patna?
2. Who was challenged for a race?
3. Is the brother boastful? What makes you think so?
4. Why did the trees become a green blur?
5. Which line tells you that the girl was faster than the boy?

D46SGL

GLOSSARY

exploring	- travelling for discovery	billowed out	- to flare out in the wind
imposing	- grand or impressive	threatening	- warning
invariably	- always	blur	- unclear
crowed	- boasted		

The teacher to a student: Conjugate the verb "to walk" in simple present.

The student: I walk. You walk ...

The teacher interrupts him: Quicker please.

The student: I run. You run ...

Why was the math book always worried?

Because it had so many problems



Once there were three turtles. One day they decided to go on a picnic. When they got there, they realized they had forgotten the soda. The youngest turtle said he would go home and get it if they wouldn't eat the sandwiches until he got back. A week went by, then a month, finally a year, when the two turtles said,"Oh, come on, let's eat the sandwiches." Suddenly the little turtle popped up from behind a rock and said, "If you do, I won't go!"

What's bigger than an elephant but doesn't weigh anything?

His shadow

Where can you always find a peacock?

In the dictionary

What dies but never lives?
A battery

What has two legs but can't walk?
A pair of pants

What makes a skeleton laugh?
When something tickles his funny bone.

Witty usage of English language

- Both of you stand together separately.
- Will you hang the calender or else, I will hang myself.
- Give me a blue pen of any colour.
- Pick up the paper and fall in the dustbin.
- Why are you looking at the monkeys outside when i am inside?
- All of you stand in straight circle.
- I have two daughter both are girls

Do you know

There really is a science to laughing. In fact, the science of laughing and its effects on the body is referred to as Gelotology.

Laughter boosts your immune system by enhancing your antibodies – which help fight infections – and increasing your immune cell count. This helps reduce chance of illness and missing out on work.

The **American Comedy Awards** are a group of awards presented annually in the United States recognizing performances and performers in the field of comedy. It was begun in 1987.

Section II

Read the section on your own. Draw a picture to describe the part of the story that you like the most.

I could see the corner, in a haze. I was starting to whoop with glee, but the whoop froze on my lips. There, right in the middle of the road, stood alone a cow! I jammed on the brakes and the cycle stopped **abruptly** but I could not stop the **momentum** of my own body. I flew over the handlebars and landed smack on the back of the **unfortunate**



animal. The cow, **startled** by this sudden attack, reared up and started running. I clung to her for dear life, as she charged up the road and round the corner. As we turned, I spotted two rows of **resplendent cavalry** officers, mounted on their **magnificent** horses coming towards us. They obviously belonged to the governor's bodyguard. I could only cling on helplessly as the frightened cow charged straight at the horses. The horses panicked and scattered. There was a regular **stampede**. The cow managed to fall into a ditch and in the process, **dislodged** me, and I landed on the soft earth bordering the ditch.

Read the events of the story. They are in the wrong order. Put them in the correct order.

- And it charged straight at the cavalry officers on horseback. ◯
- And so she flew onto the back of the cow. ◯
- So everybody panicked and made a general rush to safety. ◯
- The startled cow charged off in fear. ◯
- She applied the brakes, but was thrown off the cycle. ◯
- Just then she saw a lone cow in the middle of the road. ◯
- Finally the cow fell into a ditch and dislodged the girl. ◯
- The girl cried out in delight as she overtook her brother on her cycle. ◯

GLOSSARY

abruptly - suddenly
momentum - the force of a moving body
unfortunate - unlucky
startled - frightened
resplendent - brilliant in appearance
cavalry - a unit of the army serving on horseback
magnificent - grand
stampede - rush
dislodged - freed

Section III

Read the section silently.

I sat up with a **groan** and saw that the cavalry horses were still out of control. Some of them were running like mad in circles, while their riders tried to bring them under control. Two horses were nowhere to be seen and one horse threw its rider right in front of my eyes. The poor man landed in the ditch just next to the cow. The cow thinking this was another attack, **bellowed** loudly and, lowering its head at the unfortunate man. The poor fellow **scrambled** out of the ditch, tearing his pants at rather an **awkward** place. Realising this, he sat down on the road with a thump and would not get up. I saw my brother approaching with my bike in tow, coming up to me with a grin on his face. I felt like hitting him.

"You looked such a sight on top of that cow," he said and started laughing.

Then he probably realised that I might have been hurt and asked, "Are you all right?"

"Of course, I am," I said **haughtily** and got up at once.

Nothing on earth would have made me admit to him how frightened and shaken I was. Just then my brother spotted one of the horse riders coming towards us with a thunderous **scowl** on his face. Behind him was the man to whom, in all probability, the cow belonged.

My brother gave them an uneasy glance and said, "I think it would be nice if we moved quickly from here."

I looked round and saw that if both of us did not move fast enough, we would be called in for a lot of explanations. With one accord we got onto our bikes and beat a hasty **retreat**. The morning had already been rather eventful and we did not want to add another **unpleasant** episode to it.

- SAVITA SINGH

Based on your reading, put a (√) for the correct and (x) for the incorrect statements.

1. The man didn't want to get up because he was tired as he was thrown into the ditch. ◯
2. The boy was rather unsympathetic to his sister. ◯
3. The girl was badly hurt. ◯
4. The boy and the girl were taken by the cavalry to explain their action. ◯
5. They rode back home quickly. ◯
6. The girl admitted to her brother that she was badly frightened. ◯

GLOSSARY

groan	- an utterance expressing pain	haughtily	- arrogantly
bellowed	- the cry of a cow	scowl	- threatening look
scrambled	- to move or climb hurriedly	retreat	- to move away
awkward	- sensitive	unpleasant	- disagreeable

READ AND UNDERSTAND

D4FNI9

A. Answer the following questions.

1. How does Patna differ from Delhi?
2. What was the girl determined to do? Why?
3. How did the cavalry officers look? What happened to them finally?
   Haughtily means proudly or having or shoving arrogant superiority.
4. Why did the girl reply haughtily?
5. Were the girl and her brother friendly with each other?
6. "I think it would be nice if we moved quickly from here."
   a. Who does 'I' refer to?
   b. Why did they want to move quickly from there?

B.Think And Answer

1. Work in groups. Discuss and have a debate on life in bustling cities and life in calm towns.
2. Imagine you are the girl and give a different ending to the story.

VOCABULARY

C. Match the phrases with their meanings.

Phrase: Phrases are groups of two or more words that work together to perform a single grammatical function in a sentence. Phrases do not contain a subject or a predicate.

drew level with	ran very quickly in panic
whoop with glee	to leave a place quickly
jammed on the brakes	as if one's life depends on it
clung for dear life	tried to stop the motion immediately
charged up the road	rose to an equal level
beat a hasty retreat	shout with enthusiasm and happiness

D. Refer to a dictionary and find out the meaning of the words given below.

beam –
smile –
guffaw –
laugh –
giggle –

E. Read the sentences given below. Fill in the blanks with the correct form of the appropriate laughter words from the exercise above.

1. Kavitha's face ____________ with joy as she arrived India.
2. The show was enjoyed by all the audience and they _________ out loudly all the while.
3. When I tickle Nishanth, he always makes a loud __________
4. Bharani didn't mean any harm, he just did it for ___________
5. Things will calm down, you just keep ____________

F. Pick the word from the text that is similar to the words or phrases given below.

1. threatening and extremely angry__________
2. a heavy blow or hit__________
3. happening gently and slowly __________
4. any building of a past age, regarded as a historically important place__________
5. bad luck__________

G. Match each word with its antonyms.

1	shady	misery
2	bored	calm
3	glee	interested
4	panic	slow
5	hasty	sunny

Make a sentence of your own for any five words from the above.

1.____

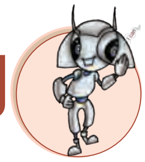
2.____

3.____

4.____

5.____

*LISTENING



H. Here is a humorous story. But there are some words missing. Listen to your teacher and fill in the blanks to complete the story. Then give a title and a moral to the story.

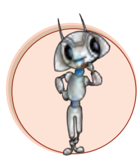
Once there lived _______ friends Vani, Kavi and Sumi. They always played pranks on one another. One day Vani bought some delicious ______ and she decided to share them with her _______ .

Kavi and Sumi were _______ to see the berries. The three of them sat and started eating the berries. Suddenly Sumi decided to play a ________ on Kavi. When she looked under her chair she saw a small heap of ___________. She stealthily pushed the heap of seeds under _______ chair.

Then Sumi said, "What is this Kavi? You are so _______! You alone have eaten so many berries." Kavi felt _______ and didn't know what to say.

Vani looked here and there. When she looked under Sumi's chair there were ______ seeds. So, she replied "Sumi, Kavi was at least greedy, but see_______. You have eaten all the berries including its seeds." Then Kavi understood that her friend had just played a trick on her and then all three of them ________heartily.

SPEAKING



I. Each person or a group chooses an item from the class and takes two minutes to prepare. He/she must promote and sell the same item in the most humorous way to convince the classmates to buy the product. You can choose items such as eraser, pencil, school bag, book, etc.

It can go like this.

e.g.

Here I have a magical eraser for you. You can do whatever you want to do with this. You can rub anything that you don't like. Just rub it against somebody's hair and it will be gone forever. If you want to see somebody without hair, here you go. Buy this eraser and have fun with your friends.

*Listening text is on page - 130

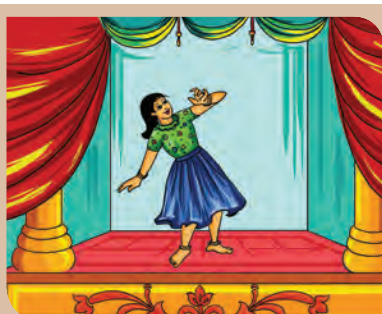
PICTO GRAMMAR



Joy lives **downstairs**.



She **often** visits her grandparents.



She dances **happily**.



She **recently** ate falooda.

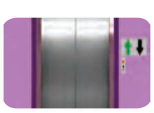
Adverbs modify a verb by giving information about

- Where an action occurs (place)
- How often an action occurs (frequency)
- How an action occurs (manner)
- When an action occurs (time)

USE GRAMMAR

J. Look at the picture and fill in the blanks with suitable words.

1. The car was moving too ________ 

 2. The lift is moving________

3. Joanna did her classwork________ 

 4. Keerthi Vasan arrived________

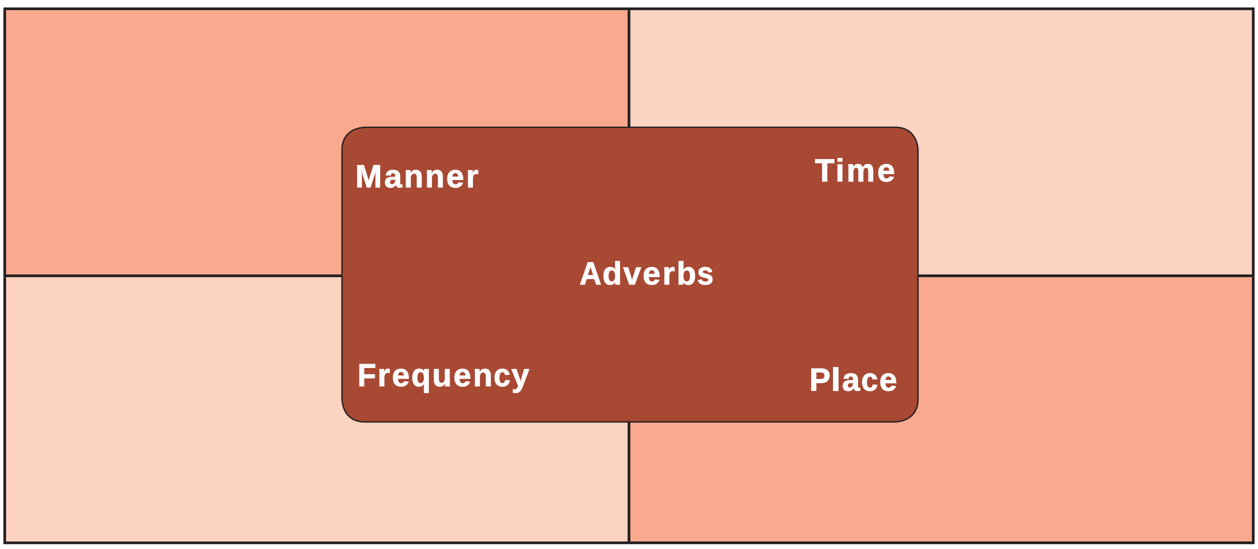
5. Paul________plays cricket with his friends. 

 6. Suguna________helps her mother at home.

D4PJJH

K. Read the sentences and put the adverbs in the correct boxes. Give two more examples of your own in each box.

1. Anand has decided to submit his project tomorrow.
2. The cat ran behind.
3. Paraman sang in the choir happily.
4. We never come late to the office.
5. The stray elephant was set free in the forest yesterday.
6. Arun and Vimala usually complete their homework on time.
7. Raghav looked at his sister affectionately.
8. I prefer to leave early.



L. Put the words in the correct order to make sentences. Use a different colour to write the adverbs.

1. Was/somebody/there/nearby/standing.

____

2. Came/Anand/to/school/early.

____

3. Softly/Murali/speaks.

____

4. Beautifully/the house/have/they/decorated.

____

5. English/classes/during/always/we/English/speak.

M. Pick the words from the box and put them in the appropriate column

kindly, soft, sweet, everywhere, bright, constanly, few, then, huge, loudly

Adverb	Adjective

WRITING



N. Work in groups and write a paragraph on "Laughter is the best medicine."

Use the hints

Paragraph burger

Introduction

Ask students to write a topic sentence. It clearly indicates what the whole paragraph is going to be about.

e.g: Laughter is the best medicine.

The internal or supporting information

Let students compose several supporting sentences that give more information about the topic.

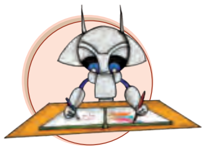
e.g: It can relieve us from any kind of stress. Life has become monotonous...too busy to pay heed to our health...stressful work schedules...

Conclusion

Instruct students on ways to write a concluding sentence that restates the topic sentence.

e.g: In general....To conclude...Thus....To sum up...Therefore...It is important to have sense of humour.

CREATIVE WRITING



O. Look at the cartoon strips. Create your own humorous story.



Write a sentence or two for each frame of the comic strip in the space given.

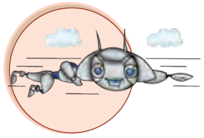
LANGUAGE CHECK POINT

		
I last night went to the cinema.	I went to the cinema last night.	Adverbs or adverbial phrases of definite time like yesterday,today,tomorrow, last week, two months ago, are usually placed at the end of the sentence. If we want to emphasize the time, we put the adverb at the beginning. 'Yesterday I was very busy'
Pushpa came here two months before.	Pushpa came here two months ago.	Ago is used to refer from the time of speaking. Before is used to refer to a point of time in the past.
She angrily spoke.	She spoke angrily.	Adverbs of manner usually go in the end-position.

Poem

A TRAGIC STORY

WARM UP



Pin the tail on the donkey.

Scan here to get the picture of the donkey.

Get the tail of the donkey cut off from the picture.

Use a dark coloured cloth to cover the participant's eyes. Have the player stand close to the picture of the donkey. Spin the player five to ten times. Now let the blind folded player pin a tail.

Read the poem silently. Based on your reading discuss in class whether the incidents are humorous or tragical.

There lived a sage in days of yore,
And he a handsome pigtail wore;
But wondered much and sorrowed more,
Because it hung behind him.

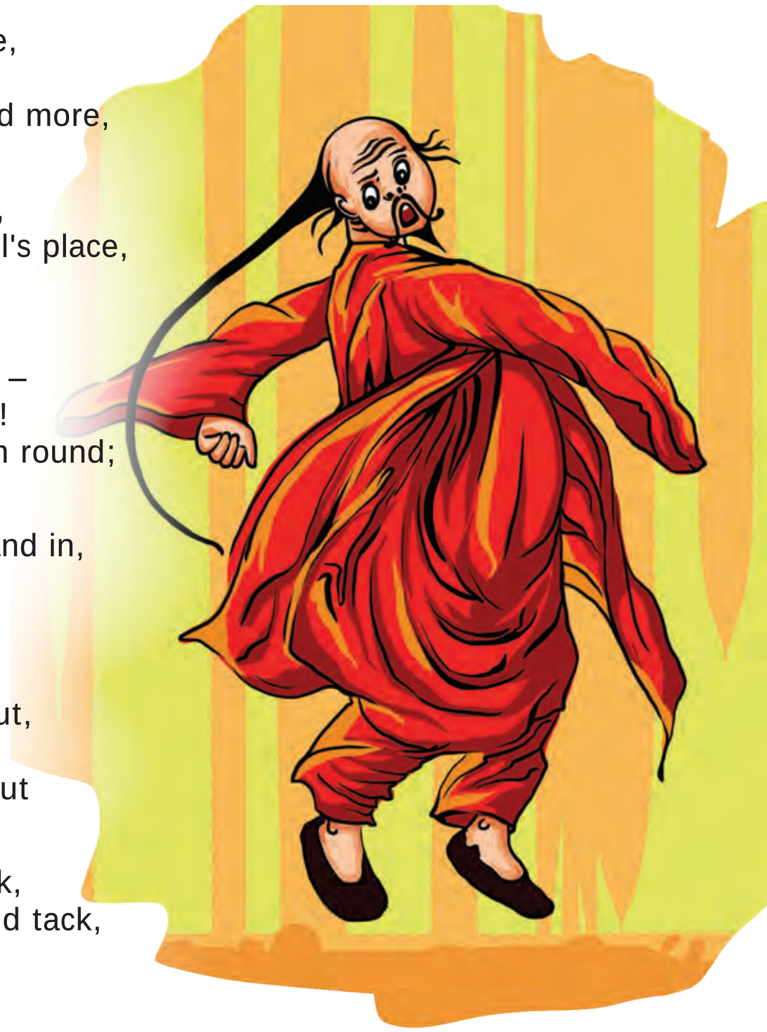
He mused upon this curious case,
And swore he'd change the pigtail's place,
And have it hanging at his face,
Not dangling there behind him.

Says he, "The mystery I've found –
Says he, "The mystery I've found!
I'll turn me round," he turned him round;
But still it hung behind him.

Then round and round, and out and in,
All day the puzzled sage did spin;
In vain–it mattered not a pin –
The pigtail hung behind him.

And right and left and round about,
And up and down and in and out
He turned; but still the pigtail stout
Hung steadily behind him.

And though his efforts never slack,
And though he twist and twirl, and tack,
Alas! Still faithful to his back,
The pigtail hangs behind him.



- William Makepeace Thackeray

GLOSSARY

sage	- wise man	mused	- thought over
yore	- long ago	curious	- eager to learn more
pigtail	- a plaited lock of hair worn singly at the back	mystery	- puzzle
		stout	- thick in structure



William Makepeace Thackeray was one of the great novelists of the English Victorian Age. His 'Vanity Fair' is one of the finest and best-known novels in English literature. Thackeray wrote in a colorful, lively style, with a simple vocabulary and clearly- structured sentences. These qualities, combined with his honest view of life, give him an important place in the history of realistic literature.

A. Answer the following.

1. What made the sage upset?
2. Why did the sage spin all day?
3. What solution did he arrive at for the mystery that he found?
4. Was he finally successful in changing his pigtail's position? Support your answer with a line from the poem.
5. Did something dreadful happen? How would you describe the events in the poem– comedy or tragedy?

B. Read the poem lines and answer the questions given below.

1. But wondered much and sorrowed more
   Because it hung behind him.
   a) What was he wondering about?
   b) What does the word 'it' refer to here?
2. And though his efforts never slack
   And though he twist, and twirl, and tack,
   Alas! Still faithful to his back
   The pigtail hangs behind him.
   a) Pick out the rhyming words from the above lines and give the rhyme scheme for the same.
   b) Did he quit his trying? How can you say?
3. 'He mused upon this curious case'
   What is the figure of speech used in this line?
4. **Irony** is a figure of speech in which words are used in such a way that their intended meaning is different from the actual meaning. It may also be a situation that ends up in quite a different way than what is generally anticipated. In simple words, it is a difference between appearance and reality.
   Can this poem be called an ironic poem? Justify your answer.

C. Fill in the table with the appropriate poem lines. A few lines may be used more than one time.

Pick the line or lines that	
➢ suggest the sage lacked practical common sense	e.g. And swore he'd change the pigtail's place
➢ make the poem humorous	
➢ show the clowning movements of the sage	
➢ that are actually funny but have a serious tone	

D. The summary of the poem is given.But there are some words missing. Fill in the blanks with the help of the box given below.

faithfully, change, pigtail, round, sage, down, slack, out, hung, place, behind, vain, face

Once upon a time there lived a____________. He had a handsome ____________. He was worried and pondered over his pigtail's _____________. He wanted to _____________ it's place. He wanted it hanging at his _________________ He didn't like it hanging there ___________him. So he turned right and left and___________about, up and ___________, and in and ______________ but it still ______________behind him. However he tried, his efforts were in____________. But he didn't _____________in his efforts. Nevertheless his pigtail hung _____________ behind him.

E. Role play

Work with a partner. Let one student read the poem and the other to pantomime (communication by means of gesture and facial expression) the poem as he or she reads.

Supplementary

BROUGHT TO BOOK



"This has got to stop immediately," Justice Mathematics said in a stern voice, rapping the hammer for silence in the court.

He pushed back the horn-rimmed glasses up his nose and glared first at Mahesh and then at the crowd in the court. Everybody respected him, even Mahesh, so a pin-drop silence fell in the court instantly.

"Let us proceed," Justice Mathematics said nodding his head.

"Your witness, first," he gestured at the torn Ms. English.

Mahesh chewed his nails nervously.

"Your Honour," began the lady, in a trembling voice, "when I came to this house, I wore a lovely pink and grey dress, shiny and unmarked. And, Sir, just look at me now."

Everybody gazed at her. Her dress was unrecognizable. Covered with ink and grease spots, mercilessly dog-eared and two corners chewed away, she looked a **wreck**. Tears rolled down Ms. English's cheeks.



Offering her a handkerchief, Justice Mathematics asked gently, "How did it happen, Ms. English?"

"Well," sniffed Ms. English, "this boy," she pointed at Mahesh, "brought me home a few months back but never bothered to cover me properly with the nice brown paper his father had brought."

"Did Mahesh not get scolded and punished in school for that?" Justice Mathematics enquired.

"Oh, yes, he was, repeatedly," said Ms. English in a tearful voice, "but all the punishment and scolding slipped off him like water off a duck's back!Not only did he ruin my looks," she continued, "he also ill-treated me."

The audience was stunned, ill-treating a delicate creature like Ms. English! How terrible! By now tears had started rolling down Ms. English's big eyes. And stopping only to sniff delicately in her handkerchief, she told everyone about how Mahesh dropped her carelessly, stuffed her anyhow in his crammed bag, sometimes next to the lunch box dripping with oil! Mahesh turned red as many pairs of eyes glared at him. Oh! Why had he not listened to his mother, who had told him many times to take care of his books! He was otherwise a good boy and even managed to stay within the first five ranks inclass. But he was extremely lazy.

"Mahesh!" the **stentorian** voice of Justice Mathematics brought him back to reality. "What do you have to say for yourself?"

Mahesh managed to mumble an apology, "I am sorry, Sir!"

"What do you mean by saying 'sorry'?" screamed Justice Mathematics. "You have to undo what you have done. Do you understand?" He looked above the top of his glasses and seemed as if he would like to bite Mahesh. "Next!" he barked at the peon.

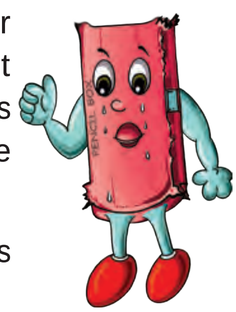


Mr. Geography stood up shakily and went to the witness box. He was in a worse condition than Ms. English. He had no cover, the 'Contents' page was hanging in on its last threads but the worst part were the maps. They had been filled in mercilessly with all the colours in the paint box!

"Yes!" prompted Justice Mathematics.

"My story is quite similar to Ms. English's," Mr. Geography said in a broken voice. "All my fellow brothers laugh at me whenever Mahesh pulls me out of his bag. I especially envy my brother who belongs to Shobitha. She has not only covered him neatly, her handling is so gentle that he always looks as if he has just stepped out of the bookseller's shop, and," he added, "she fills in her maps with a pencil!"

And so it went on with all the books, copies, pencil box and even the school bag complaining about Mahesh's negligence. They looked **battered** and the worse for wear. Justice Mathematics' face became dark when he heard that Mahesh tore off pages from the copies to make paper planes. Mahesh **withered** under his murderous look.



Mr. Pencil Box complained that Mahesh never cleaned it. As a matter of fact, he had covered the court floor with pencil shavings the moment he had stood up as a witness and accidentally opened himself! This was not all. Mahesh chewed him whenever he got stuck for an answer! He pointed at his **pock-marked** body for everyone to see.

The elderly and **ponderous** Mr. School Bag **lumbered** to the witness box with his broken straps and buckles dragging behind him.

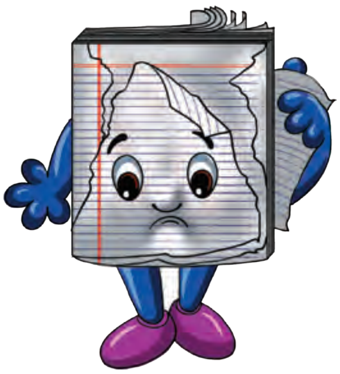


"I might as well be a sack of cement," he began in a grave voice, "as that is how I am treated. Mahesh never packs me the night before as all sensible children do, but leaves it till the very last moment. And then, naturally there isn't any time to do anything but cram everything in anyhow. With the result, neither my friends inside nor I am happy."

"Your Honour!" piped a small voice, "I also want to say something."Justice Mathematics looked carefully and found that the voice belonged to a small notebook, much in the same condition as others.

"All right," he nodded, "please come to the witness box."

The young Master Notebook marched to the witness box and took the oath, "Your Honour, it has become a regular practice and I don't know how long I will be able to bear it..." he stopped, all choked up.



"Do go on!" prompted Justice Mathematics gently.

The Master Notebook got hold over himself and continued, "It started a few weeks back. Mahesh was solving some problems in Mathematics, one of them was tougher than others and he failed to solve it. Can you imagine how he vented his anger? Well, he threw me against the wall!"

A shock wave rent the courtroom and everybody started talking at once. Justice Mathematics went red with anger as he banged the hammer loudly, and you could see that he was wishing that the table were Mahesh. Mahesh, meanwhile, stared at his boots. Was he really that cruel? He felt really ashamed of himself.

"I intensely dislike such children who do not take proper care of their books," Justice Mathematics said in a serious voice, all the while eyeing Mahesh sternly.

"However, this court is different from the other courts. Here the punishment is decided by the victims and we decide by majority if the **verdicts** are more than one."

He looked at all the **bedraggled** books and notebooks, pencils and pencil box, and the school bag in the court.



They, in turn looked at Mahesh, each and every one of them in terrible anger. Mahesh trembled in his shoes.

"Let us thrash him first and then throw him against the wall as he threw me!" this was the Master Notebook, his voice shrill with fury.

"No! No! Let us all bite him and let him see how it feels to be chewed!" This obviously was Mr. Pencil Box.

He became so **agitated** that he once again opened himself and spilled some more pencil shavings on the floor!

"I suggest dragging him around the courtroom a dozen times will be a good punishment," said Mr. School Bag.

"Why don't we all jump on him together till he yells for mercy?" exclaimed Mr. Geography, rubbing his hands in **anticipation**.

This appealed to all of them and even Justice Mathematics got up from his chair to join the gang! **Menacingly** they all advanced towards Mahesh, who looked around **frantically** for somewhere to run to, somewhere to hide... Nothing! There was no place to run to! The mob was almost upon him when a soft voice rose above the frightening silence.

"I say, stop it! Please, do stop!" Amazed, everybody turned around, even Mahesh opened his eyes a crack which he had shut in fright. Then the petite Ms. English rose from her seat and spoke to Justice Mathematics in a firm voice, "I don't mean to interrupt, Your Honour, it is just that I feel that everyone deserves a second chance and, after all, this is Mahesh's first offence, he deserves a little consideration."

Mahesh looked at her in admiration, he could have hugged her! She was the one who had been treated most shamefully by him and look at her! Standing so **stauchly** by him! The others too saw reason and slowly backed off, agreeing to give Mahesh a second chance, "Mahesh, see that you never ill-treat a book again!" was Justice Mathematics' parting shot.

"Mahesh! Mahesh!" a hand started to shake him and he jumped.

Had the others changed their minds about not punishing him?

"Oh! Mahesh, do get up. You will be late for school!"

Slowly Mahesh opened his eyes.

Why! He was in his bed!

Yes! There was the battered bag on the floor, the books, half on the floor and others stuffed in the bag. But what was this? The English book was lying near his pillow and seemed to smile at him! Mahesh's mother was **astonished** to see him rushing through the **chores** and then sitting down to glue and cover his English book that very morning! Next year Mahesh Kumar got the prize for the 'BestLooked-After Books'.

- Madhumita Gupta

GLOSSARY

wreck	- worn out	anticipation	- expectation or hope
stentorian	- extremely loud	menacingly	- threateningly
battered	- damaged	frantically	- in an uncontrolled manner
pock-marked	- scarred	staunchly	- faithfully
ponderous	- dull and lacking grace	astonished	- amazed
lumbered	- walked or moved clumsily	chores	- a routine duty or task
verdict	- a judgement or opinion	bedraggled	- untidy or messy
agitated	- troubled emotionally		

A. Read the story again and fill in the table with the present condition of the characters given below.

Ms. English	
Mr. School Bag	
The young Master Notebook	
Mr. Pencil Box	
Mr. Geography	

B. Answer the questions.

1. Why was Mahesh brought to court?
2. Was Mahesh punished for the ill-treatment of his belongings? Why?
3. Why did the fellow brothers of Mr. Geography laugh at him?
4. What made Justice Mathematics turn red with anger?
5. How was the court different from other courts?
6. Why did they decide to forgive him? Who initiated the suggestion?
7. Was it real or a dream? How could you say?

C. Read the lines and answer the questions.

1. "You have to undo what you have done. Do you understand?"
   a. Who said these words to whom?
   b. What was he asked to undo?

D5R3RH

2. I especially envy my brother who belongs to Shobitha.
   a. Who is envy of whom?
   b. Why does he envy his brother?

3. "I don't mean to interrupt, Your Honour, it is just that I feel that everyone deserves a second chance and, after all, this is Mahesh's first offence, he deserves a little consideration."
   a. What do these lines tell about the speaker?
   b. Who does the word 'I' refer to?

D. Think and Answer

1. If you were Ms.English, would you do the same? Why or Why not? Justify your answer.

E. Work in Groups.

1. Prepare a chart with dos and don'ts of books and class work maintenance. Use your creativity in presenting your ideas. Use short sentences and phrases.

PROJECT



F. Collect any three pictures of your favourite cartoon characters and get them pasted in your class work. Write a few lines about them.

CONNECTING TO SELF

Discuss in Class

Read the following and have a discussion on which of these are fair and ethical to laugh at and which are not. Why?



STEPS TO SUCCESS

In a certain code '**extremely**' is written as **XKDLDQSWD.** Figure out the code and rewrite the following words in the same code.

somewhere	
mercilessly	
yesterday	
seldom	
often	

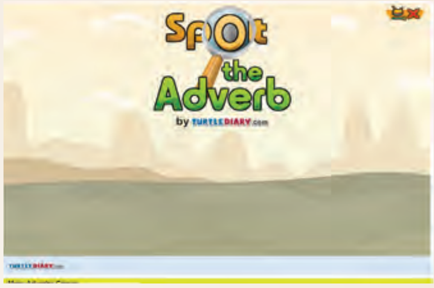
LEARNING LINKS AND REFERENCES

Books	1.	The Puffin Book of Funny Stories, Amit Vachharajani
Stories	1.	The Ransom of Red Chief, O. Henry
	2.	The Maths Teacher, Mr.Pink and Tipu, Satyajitray

ICT Corner

Spot the Adverb

- To learn the usage of Adverbs through Spot the Adverb Game



Steps to Play the Game

1. Scan the QR or click the URL and open the game in the browser.
2. Click 'Play' to start the game.
3. Read the instruction given in 'How to Play'.
4. Help the rabbit collect more and more gold coins by identifying the adverbs.







Language Activity

- Read a piece of article or the prose piece and pick out the adverbs.
- Write your own sentences using the adverbs.

Learning Outcome

- To know the adverbs.
- To use the adverbs in sentences.

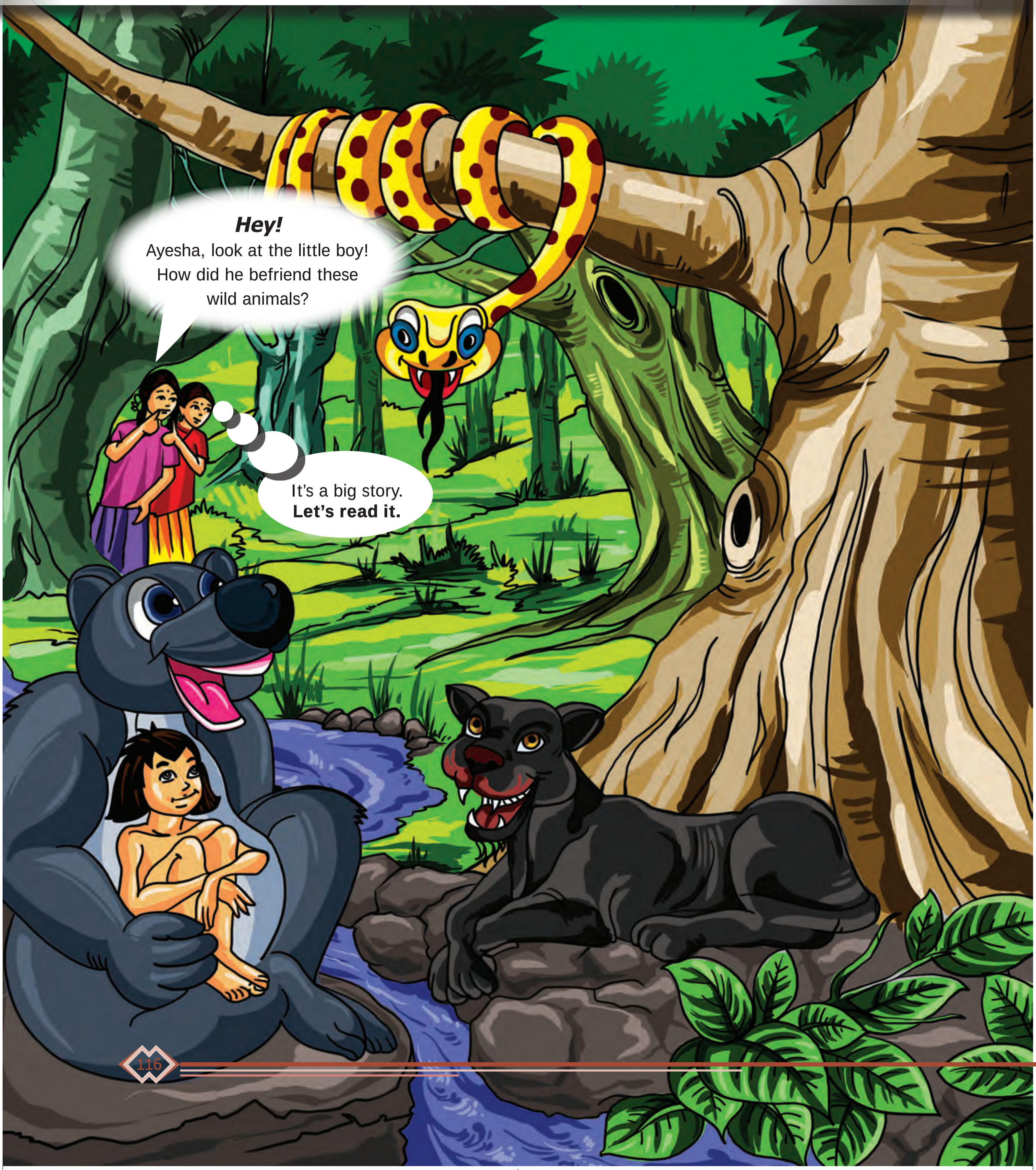
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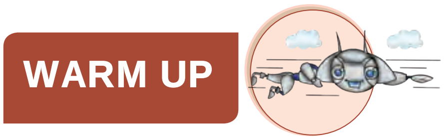
https://www.turtlediary.com/game/find-the-adverb.html

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*Pictures are indicative only

Play 3 The Jungle Book







Look at the pictures given below and talk about their habitat (living place, food, family, etc.)



A



B

The Jungle Book was written by Rudyard Kipling. The book has attracted audiences of all ages for its plot structure and characters. Children especially enjoy this story as it deals with the early childhood of a boy in the midst of wild animals in the forest.

Characters


Father Wolf


Mother Wolf


Tabaqui


Shere Khan


Narrator

Father Wolf, Mother Wolf, Tabaqui (the Jackal), Shere Khan (the Tiger), Man's Cub (Mowgli), Wolf's Cubs, Narrator

Scene I

The scene opens in the Seeonee Hills. It's seven o'clock, a sunny evening, in the middle of the jungle. The Moon is yet to rise and with no stars to brighten the sky, utter darkness surrounds the forest.

 : Father Wolf wakes up from his day's rest, releases and spreads out his paws one after the other to make himself ready for the hunt. Mother Wolf with her big grey nose drops her four tumbling, squealing cubs into the mouth of the cave where they all live.

 : Augrh! It is time to hunt again. (Moves down to spring downhill, where he notices a little shadow with a bushy tail at the entrance and whines)

 : Good Luck go with you, O! chief of the Wolves. And good luck and strong white teeth go with noble children that they may never forget the hungry in this world.

 : *(In a stiff tone)* Enter, then, and look, but there is no food here.

 : For a wolf it may not be enough, but for so mean a person as myself a dry bone is a good feast.

All thanks for this good meal *(licking his lips)*.

(Looks at the Father and Mother Wolf who seem to be uncomfortable)

How beautiful are the noble children! How large are their eyes! And so young too!

(Sits still, rejoicing in the mischief that he had made. In a spiteful tone he says) Shere Khan, the Big one has shifted his hunting grounds. He has told me that he will hunt among these hills for the next moon.

 : Shere Khan was the tiger who lived near the Waingunga River, twenty miles away.

 : (Angrily) He has no right to come here! By the law of the Jungle he has no right to change his quarters without due warning. If he comes here, he will frighten every head of game within ten miles and I – I have to kill for two, these days.

 : (Quietly)His mother did not call him Lungri (the Lame One) for nothing. He has been lame in one foot from his birth. That is why he has only killed cattle. Now the villagers of the Waingunga are angry with him, and he has come here to make our villagers angry. They will scour the jungle for him when he is far away, and we and our children must run when the grass is set on fire. Indeed, we are grateful to Shere Khan!

 : (Quietly) I go. You can hear Shere Khan below in the forest.



Scene II

 : Father Wolf listened and below in the valley that ran down a little river he heard the dry, angry, whine of a tiger who has caught nothing and does not care if all the jungle knows it.

 : The fool! To begin a night's work with that noise! Does he think that our bucks are like his fast Waingunga bullocks?

 : Hush! It is neither bullock nor he hunts tonight. It is Man.

 : The whine had changed to a sort of humming purr that seemed to come from every quarter of the compass. It was the noise that bewilders woodcutters and gypsies sleeping in the open, and makes them run sometimes into the very mouth of the tiger.

 : Man! (Showing all his white teeth.) Hah! Are there not enough beetles and Man, and on our ground too!

Scene III

 : The law of the Jungle, which never orders anything without a reason, forbids every beast to eat Man except when he is killing to show his children how to kill, and then he must hunt outside the hunting grounds of his pack or tribe. The real reason for this is that Man-killing means, sooner or later, the arrival of men on elephants with guns and rockets and torches. Then everybody in the jungle suffers. The reason the beasts give among themselves is that Man is the weakest and most defenceless of all living things, and it is true – that Man-eaters become mangy and lose their teeth. The purr grew louder, and ended in the full-throated howl.

 : Aaarrh!

 : Then there was a howl – an untigerish howl – from Shere Khan.

 : He has missed.



 : What is it? [Runs out a few paces and hears Shere Khan muttering and mumbling as he tumbles about in the scrub.] The fool has had no more sense than to jump at a woodcutter's campfire, and has burned his feet. [With a grunt]. Tabaqui is with him.

 : Something is coming uphill. [Twitching one ear] Get ready!

 : The bushes rustled a little in the forest and Father Wolf dropped with his haunches under him, ready for his leap. Then, if you had been watching, you would have seen the most wonderful thing in the world – the wolf checked in mid-spring.

He made his bound before he saw what it was he was jumping at, and then tried to stop himself. The result was that he shot up straight into the air for four or five feet, landing almost where he left ground.

 : Man! (Snaps) A Man's cub. Look!

 : Directly in front of him, holding on by a low branch, stood a naked baby who could just walk – as soft and as dimpled a little atom as ever came to a wolf's cave at night. He looked up into Father Wolf's face and laughed.

 : Is that a Man's cub? I have never seen one. Bring it here.

 : A wolf accustomed to moving his own cubs can if necessary, eat an egg without breaking it, and though Father Wolf's jaws closed right on the child's back not a tooth even scratched the skin as he laid it down among the cubs.

: (In a soft tone) How little! How naked, and – how bold!

: The baby was pushing his way between the cubs to get close to the warm hide.

: So this is a man's cub. Now, was there a wolf that could boast of a Man's cub among her children?

: I have heard now and again of such a thing, but never in our Pack or in my time. But see, he looks up and is not afraid.

: The moonlight was blocked out of the mouth of the cave, for Shere Khan's great square head and shoulders were thrust into the entrance. Tabaqui behind him, was squeaking.

: My Lord, my Lord, it went in here!

: Shere Khan does us great honour, (angrily) what does he need?

: My quarry. A Man's cub went this way. Its parents have run off. Give it to me.

: Shere Khan had jumped at a woodcutter's campfire, as Father Wolf had said, and was furious from the pain of his burned feet. But Father Wolf knew that the mouth of the cave was too narrow for a tiger to come in by. Even where he was, Shere Khan's shoulders and forepaws were cramped for want of room as a Man's cub would be if he tried to fight in a barrel.

: The Wolves are a free people. They take orders from the Head of the Pack, and not from any striped cattle-killer. The Man's cub is ours – to hunt if we choose.

: What talk is this of choosing? It is I, Shere Khan, who speaks!

: The tiger's roar filled the cave with thunder. Mother Wolf shook herself clear of the cubs and sprang forward, her eyes, like two green moons in the darkness, facing the blazing eyes of Shere Khan.

: And it is I, Raksha, 'The Demon', who answers. The Man's cub is mine. He shall live to run with the Pack and to hunt with the Pack; and in the end, he shall hunt you!

: Father Wolf looked on amazed. He had almost forgotten the days when he won Mother Wolf in a fair fight from five other wolves, when she ran in the Pack and was not called 'The Demon' for compliment's sake. Shere Khan might have faced Father Wolf, but he could not stand up against Mother Wolf, for he knew that where he was she had all the advantage of the ground, and would fight to the death. So backed out of the cave mouth growling, and when he was clear he shouted.

: Each dog barks in his own yard! We will see what the Pack will say to this fostering of man-cubs. The man-cub is mine and will come to me in the end!

Scene IV

 : Mother Wolf threw herself down panting among the cubs, and Father Wolf said to her gravely.

 : Shere Khan speaks this much truth. The cub must be shown to the Pack. Will you still keep him, Mother?

 : Keep him! *(She gasps)* He came naked, by night, alone and very hungry; yet he was not afraid! Look, he has pushed one of my babes to one side already. And that lame butcher would have killed him and would have run off to the Waingunga while the villagers here hunted through all our lairs in revenge! Keep him? Assuredly I will keep him.

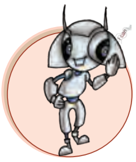
Lie still, little frog. O you Mowgli – for Mowgli the Frog I will call you – the time will come when you will hunt Shere Khan as he has hunted you.

The story does not end here. It continues with many more episodes such as the acceptance of Mowgli by the Pack of Wolves, the friendship between Bagheera and Mowgli, Mowghli's adventurous trips in the jungle with Baloo (the bear), the fight between Mowgli and the Monkey's gang etc. Eventually Mowgli is forced to leave the jungle and he goes to live in the village. Later, he decides to return to the jungle and live there.



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*LISTENING



Listen to your teacher read a description of the character from the story. Identify the character based on your understanding and write the name in the space provided. Number the characters in sequence as they appear in the story.





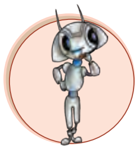




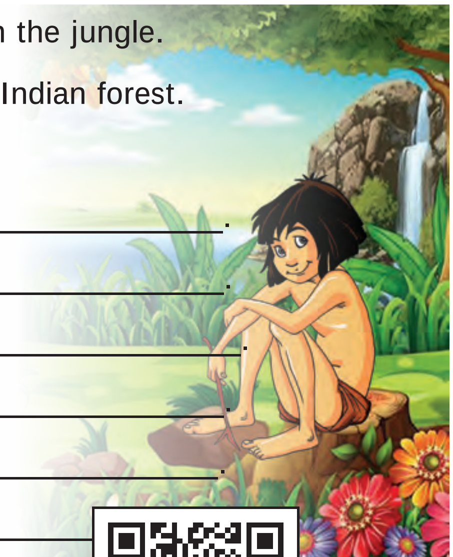


*Listening text is on page - 131

SPEAKING



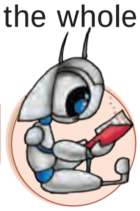
Imagine you are Mowgli. Which animal would you befriend? What kind of adventure would you like in the forest? Make use of the hints below to talk about it.



- Hi, I'm Mowgli. The only human being living in the jungle.
- I have been raised by a pack of wolves, in an Indian forest.
- I go and hunt with my friends for food.
- My close buddy is a ______________________________.
- His/ Her name is______________________________.
- He/ She guides and accompanies me ____________________.
- We enjoy loitering in the jungle by ____________________.
- The jungle where we live is__________________________.
- On the whole, I am ______________________

D69UUS

READING



Read **scene I** of the play carefully and answer the questions below.

1. List the characters that appear in the scene. What human characteristics do they exhibit?
2. The scene is set inside a thick forest and it is nearing dusk. Relate this time frame with the behaviour of the animals in the forest.
3. Did Tabaqui receive a warm welcome from the pack of wolves? How do you know?
4. Tabaqui acts as ____________ to the pack of wolves.
   a) a guard b) a friend c) a messenger d) an enemy
5. Whom does Mother Wolf talk about? How does she describe him?
6. Who is about to go on a hunt? Do the wolves panic on his arrival? Explain.
7. Match the following.

Sl.No.	CHARACTER	TRAIT
a.	Father Wolf	with a grey nose...feeds her four cubs
b.	Tabaqui	the big one from Waingunga River with a lame foot
c.	Mother Wolf	the chief of the Wolves
d.	Shere Khan	begs for meat and thanks for the meal/warns the wolves about the arrival of Shere Khan

WRITING



Imagine a conversation among your friends about the four characters in the play – Tabaqui, Shere Khan, Mother Wolf and Father Wolf. Use the hints to write it.

- *The characters' entry in the play.*
- *Compare and contrast their character traits.*
- *The reaction of the characters on seeing the man cub.*

D6IQWF

GRAMMAR



Let's Recall

I. Read the situation given. Write the response of the subject in a sentence. Tick the correct box to identify the kind of sentences.

D- Declarative; In- Interrogative; E- Exclamatory; Im- Imperative

	D	In	E	Im
Example: (**Vendor**) while weighing the fruits How many kilos do you want?	☐	☑	☐	☐
1. (**Children**) while eating ice-cream ____________________	☐	☐	☐	☐
2. (**Teacher**) while noticing students talking in the classroom ____________________	☐	☐	☐	☐
3. (**Waiter**) while attending a new customer ____________________	☐	☐	☐	☐
4. (**Student**) while introducing oneself ____________________	☐	☐	☐	☐
5. (**Tourist**) while visiting the Taj Mahal ____________________	☐	☐	☐	☐
6. (**TTR**) while checking the tickets of passengers ____________________	☐	☐	☐	☐
7. (**Critic**) while writing a review of a book ____________________	☐	☐	☐	☐
8. (**Receptionist**) while attending to a guest in the hotel ____________________	☐	☐	☐	☐

II. Look at the pictures given below. Arrange the jumbled words into a sentence. Write the sequence of the sentences according to the pictures in the blanks given. Pick the adjectives from the sentences and write them below the picture.















1. order/a yummy, round and big cake/her parents
2. her/a wonderful doll/present/Madhu's friends/with
3. which falls on Sunday/for her birthday celebration/ Madhu/her close friends/invites
4. welcome/she and her parents/with a broad smile/their/ guests
5. enjoyed the day/felt/happy and/Madhu and her parents
6. the house with colourful balloons/her parents/ decorate/and attractive cartoon
7. pink/Madhu/frock/wears/on her/birthday/a long.

1. ____.
2. ____.
3. ____.
4. ____.
5. ____.
6. ____.
7. ____.

III. Frame as many sentences as possible from the substitution table given below.

I We You They	hate prefer like love enjoy wish dislike	playing watching coaching	football volleyball hockey kabaddi cricket tennis basketball kho-kho badminton	and or	carrom chess table-tennis squash fencing	everyday usually rarely often occasionally generally sometimes daily
Samritha Kavish	prefers enjoys hates likes					

Example: I enjoy playing badminton and carrom daily.

IV. Read the sentence, insert appropriate articles in the blanks and circle the noun phrases.

1. Sujatha is reading ________ interesting story in the library.
2. Vishal drew ________ wonderful picture on the board yesterday.
3. Srinath and Sandhya were bored at ________ awful concert.
4. Purvaja ate ________ salad of raw vegetables for dinner.
5. Suresh was astonished to see ________ huge statue.
6. The child was playing with ________ yellow balloon.



V. Complete the dialogue by using suitable adjectives in the blanks.

Sinduja : Hi! Venkat. Hope you received the message about our school's sports day.

Venkat : Hmmm...! Yes... I was the ________ one to enrol my name in the events.

Sinduja : So, tell me for how ________ events have you enrolled?

Venkat : I have enrolled myself only in a ________ events.

Sinduja : What are they?

Venkat : As I am tall, I have given my name for ________ jump and running events.

Sinduja : That's ________ to hear.

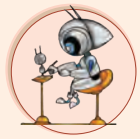
Venkat : What about you, Sinduja?

Sinduja : I have decided to participate in ________ the events.

Venkat : Hey!! That's ________ . Expecting the best from you.

Sinduja : Thank you so ________ Venkat. Wish you the same. Let's rock.

PROJECT



Read the story given below and follow the instructions to convert it into a play.

INSTRUCTIONS

1. Read the complete story carefully.
2. Frame a suitable title for it.
3. List the characters occurring in the story.
4. Identify the events in the story.
5. Use a narrator to introduce the scenes occurring in the story, if needed.

A little girl named Goldilocks went for a walk in the forest. On her way, she came upon a house. She knocked at the door but no one answered, so she walked right in. She found three bowls of porridge in the kitchen. As she was hungry, she tasted the porridge from the first bowl. "This porridge is too hot!" she exclaimed. So, she tasted the porridge from the second bowl. "This porridge is too cold," she said. So, she tasted the last bowl of porridge. "Ahhh, this porridge is just right," she said and she ate it all up happily.

After she'd eaten breakfast she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest her feet. "This chair is too big!" she exclaimed. So she sat in the second chair. "This chair is too big, too!" she whined. So she tried the last and smallest chair. "Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!

Goldilocks was very tired by this time, so she went upstairs to the bedroom. She laid down on the first bed, but it was too hard. Then she laid on the second bed, but it was too soft. Then she laid down on the third bed and it was just right. At last she fell asleep.

As she was sleeping, the three bears who lived in that house came home. "Someone's been eating my porridge," growled the Papa bear and Mama bear repeated the same. "Someone's been eating my porridge and they ate it all up!" cried the Baby bear. "Someone's been sitting in my chair," growled the Papa bear. "Someone's been sitting in my chair," said the Mama bear. "Someone's been sitting in my chair and they've broken it all to pieces," cried the Baby bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled, "Someone's been sleeping in my bed," Mama bear repeated the same. "Someone's been sleeping in my bed and she's still there!" exclaimed Baby bear.

Just then, Goldilocks woke up and saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. And she never returned to the home of the three bears.

Form your groups and enact the play in your class.

ICT Corner

Sentence Unscramble

- **Framing sentences through Sentence Unscramble Game**



Steps to Play the Game

1. Scan the QR or click the URL and open the game in the browser.
2. Click 'Play' to start the game.
3. Read the instruction given in 'How to Play'.
4. Help the rabbit collect more and more gold coins by identifying the adverbs.







Language Activity

- Read a piece of article or the prose piece and pick out the different types of sentences.
- Write a story based on the game using the sentences you have learnt.

Learning Outcome

- To frame sentences.
- To use different types of sentences.

URL :

https://www.turtlediary.com/game/sentence-unscramble-first-grade.html

B538_6_ENG_T3

*Pictures are indicative only

*Texts for Listening

Unit – 1

D6SLY3

Now stay tuned for weather report.

This is weather forecast from news channel 7. We could not ask for a better day for the first day spring. Right now it is 15^{o} C and clear we are expecting the blue skies through out the day, though there is only a 10 % of showers. This good weather can't last forever. It is raining cats and dogs up North. So we should see rain by morning. Don't forget your umbrella tomorrow.

Unit – 2

D72HZQ

Once there lived three friends Vani, kavi and sumi. They always played pranks on one another. One day Vani bought some delicious berries and she decided to share them with her friends.

Kavi and Sumi were delighted to see the berries. The three of them sat and started eating the berries. Suddenly Sumi decided to play a trick on Kavi. When she looked under her chair she saw a small heap of berry seeds. She stealthily pushed the heap of seeds under Kavi's chair.

Then Sumi said, "What is this Kavi? You are so greedy! You alone have eaten so many berries." Kavi felt bad and didn't know what to say.

Vani looked here and there. When she looked under Sumi's chair there was no seeds. So, she replied "Sumi, Kavi was at least greedy, but see yourself. You have eaten all the berries including its seeds." Then Kavi understood that her friend had just played a trick on her and then all three of them laughed heartily.

Unit – 3

D7BE2D

Description of the characters from the story "The Jungle Book"

- He is violent and intensely predatory, disrespectful to the law of the jungle. The main villain in the story and the archrival of Mowgli. He is nicknamed as 'Lungri' by his own mother.
- He always feeds on crumbs from either Shere Khan or the wolves of the Seeonee Pack. He is the only friend of Shere Khan. He acts as a spy and messenger to Shere Khan.
- She is very protective of the man-cub and raises him as her own. She is always ready to die in order to protect him. she is strong and brave but when angered she becomes the fiercest of wolf in the pack.
- He is taken away by a tiger from his village to the jungle, but fortunately he escapes and runs into a cave where a wolf family live. Mother wolf names him Mowgli the 'Little frog'. He is the main character in the story.
- He is one of Mowgli's main teachers, protects and guides Mowgli in all ways till the end of the story. He loves Mowgli a lot and the two spend much time together loitering in the jungle.

Acknowledgement

We express our gratitude to the writers and publishers whose contributions have been included in this book. Copyright permission for use of these materials have been applied for, however information on copyright permission for some of the material could not be found. We would be grateful for information for the same.

Prose

1. Who owns the water?
2. That sunday morning – Savita Singh

Poem

1. Indian Seasons – Nisha Dyrene
2. A Tragic story – William Makepeace Thackeray

Supplementary

1. A Childhood in Malabar – Kamala Das
2. Brought to Book – Madhumita Gupta

Play

The Jungle Book – Rudyard Kipling

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